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	Mathematics	Economics	Teacher Training	teacher role

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The Mark Twain Summer Institute offered challenging educational opportunities, provided excellent teachers an opportunity to develop new techniques, and offered an "intern-teacher" program. The students qualified to attend were able secondary students from grades 9 through 12.

Each student would take one non-credit high school course. The curriculum consisted of English composition and literature, first and second year Chinese, first and second year Japanese, beginning and advanced German, beginning and advanced Russian, art form, modern Mathematics, astronomy, biology, chemistry, earth science, physics, engineering, law theory, philosophy, economics, modern East Asian history, behavioral science, and rapid reading. A college day for the students to meet representatives from different colleges was offered, as was a lecture series.

A new addition to the Institute was the "intern-teacher" program. Prospective and experienced teachers could become a part of the program through application.

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MARK TWAIN SUMMER INSTITUTE

An Agency of The Greater St. Louis Arts Council

1965 SESSION

General catalogue of information and courses offered for academically able secondary school students in the Greater St. Louis area.

MARK TWAIN SUMMER INSTITUTE, Inc.
7530 Maryland Avenue
Clayton, Missouri 63105

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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The
Mark Twain Summer Institute

—for the academically able
secondary school student—

GENERAL CATALOGUE
1965 Session
June 21-July 30

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The Mark Twain Summer Institute is an independent, non-profit organization that has been made possible by financial grants from The Danforth Foundation, The Spirit of St. Louis Fund, The Greater St. Louis Arts Council, certain individuals and corporations, and the generosity of the Clayton Board of Education which has made numerous facilities available to the Institute. Expansion of the Asian Language Program to include Advanced Chinese and Beginning and Advanced Japanese is supported by the Carnegie Foundation. The Institute's class in Astronomy is financed by a contribution of McDonnell Aircraft Corporation to the McDonnell Planetarium.

Since September of 1963 the Mark Twain Summer Institute has been an agency of The Greater St. Louis Arts Council.

The Institute's program has been developed by its Board of Directors composed of representatives from public, parochial and private schools along with prominent lay representatives. In addition, the advice of many other educators has been solicited and utilized in determining the program of studies.

General Information

The Purposes of the Mark Twain Summer Institute

The purposes of the Mark Twain Summer Institute are first, to develop selected academically able secondary school students to the fullest of their individual abilities by offering them challenging educational opportunities; second, to provide optimum opportunity for master teachers to explore and develop teaching techniques by which academically able students may be challenged; third, through an "intern-teacher" program, to interest well qualified potential secondary school teachers in entering and remaining in the teaching profession.

The 1965 Summer Session

The 1965 session of the Mark Twain Summer Institute will be held from Monday, June 21, through Friday, July 30, 1965. Students will take only one course. Classes will be held in the morning, 9:00 a.m. - 12:30 p.m., on five days of the week, Monday through Friday, for the six weeks of the program.

Selection of Students

Academically able secondary school students who are enrolled this year (the school year starting in September 1964) in grades 9 through 12 are encouraged to make application for the 1965 session of the Mark Twain Summer Institute.

Each student will be selected solely on the basis of his individual merit. Selection by the Institute's staff will be based upon recommendations of principals and teachers, high school grades, aptitude test scores, and other pertinent information. No one factor will decide an applicant's selection. The applicant's race, religion, and place of residence in the greater St. Louis area are factors that will have no bearing in the matter of selection. Tuition aid is available on the basis of need.

Note for former applicants: High school students who applied and were accepted for a previous session of the Mark Twain Summer Institute and are interested in the 1965 session should make application again. It will not be necessary for these students to take the screening examination this year. They will be considered for acceptance along with the students applying for the first time. Students who were not accepted for the sessions held before 1965 and are inter-

ested in the 1965 session should again make application. These students will be given the screening examination again.

Teaching Staff

The Institute will assemble a faculty of eminently qualified master teachers—individuals who have demonstrated a thorough knowledge of their subject and a high degree of teaching skill. Outstanding scholars will be engaged to give assistance to teachers, meet with classes, and talk to the student body on various occasions during the six-week period.

Facilities

Most of the classes of the 1965 session of Mark Twain Summer Institute will be held either at Clayton High School, No. 1 Mark Twain Circle, Clayton, Missouri, or at University City Senior High School, 7401 Balson Avenue, University City, Missouri. In previous years the Clayton High School has been used for the Mark Twain Institute classes. Because of remodeling part of the building, it will be necessary in the summer of 1965 to hold a number of classes at University City High School. The Institute's Board of Directors is most appreciative of the fact that the University City Board of Education has made its facilities available to the Institute. Students who are accepted will be notified of the exact location of their class well in advance of the opening of the session.

Note: The classes in Earth Science, Chinese, and Japanese will be held on the campus of Washington University; the course in Introduction to Engineering will be held at the Institute of Technology, Saint Louis University; and the sessions of the Astronomy class will be held at McDonnell Planetarium in Forest Park.

Tuition and Tuition Aid

The tuition charge of $65.00 is for instruction, books, and laboratory. Tuition aid made possible by The Danforth Foundation, The Greater St. Louis Arts Council, and other individuals and foundations is available on the basis of need, which will be determined by a study of the Tuition Aid Form (Form B). This form will be sent to those requesting it, following the selection of students. In some instances financial assistance beyond tuition will be considered. No one should be deterred by financial reasons from applying for admission to the Mark Twain Summer Institute program.

The actual cost per paying student for the operation of the summer session is approximately $115.00. We have purposely kept the tuition fee at a lower figure to make it within reach of most families. It is hoped that the parents of students accepted, who are financially able, will make a voluntary contribution to the Mark Twain Summer Institute of as much of the difference ($50.00) as possible. Contributions are tax deductible.

Student Applications

High school students, boys and girls with demonstrated academic ability, who are interested in the Mark Twain Summer Institute program for the summer of 1965 should consult their high school principals and/or guidance counselors for advice, information, and application blanks. If further information is needed, students should write to the Director, Mark Twain Summer Institute, 7530 Maryland Avenue, Clayton, Missouri 63105.

The applicant and his parents should fill out the Application Blank (Form A) and mail it to the Institute before February 1, 1965. The return of this blank considerably in advance of that date will be appreciated. There is an application fee of $2.00 to cover the cost of processing the application. A check for this amount should be sent with application.

Further information concerning the applicant's academic ability and scholastic record will be obtained from the high school principal and from a screening examination held sometime in February.

After all the information has been assembled and studied, students will be selected for the program. Selection, and notification of selection, will be completed by about March 30, 1965.

Curriculum

The courses offered will be designed to supplement, not duplicate, the courses and educational opportunities available to the academically able students in the secondary schools of the St. Louis area.

Each student will take one course.

The courses will not carry regular high school credit. However, records and grades will be kept showing the quality of each student's work and a copy of this record will be sent to the student's secondary school. The Institute will forward to any college, at a student's request, essential information of interest to the college admissions office—

a description of the program, the selective nature of the student body, and a statement of the quality of the student's academic work. It is possible that some colleges and universities will grant advanced standing to students who have attended the Institute.

Rapid Reading

A Rapid Reading course will be available on a voluntary basis for an hour and a half to two hours on a schedule of one or two afternoons per week. The purpose of this course will be to make it possible for able students who already have "good" reading skills to approach the maximum development of their reading ability. This will be accomplished with the help of a reading specialist using Perceptual Development machines and materials. There will be a fee of $5.00 for the Rapid Reading Program. The details of the voluntary Rapid Reading course and the enrollment procedure will be explained during the first two days of the 1965 summer session.

College Day

During the course of the summer program the admissions officers of universities will be invited to the Institute to interview and confer with the students enrolled in the program. This should prove to be of great value to the representatives of the universities and to the students enrolled in the program.

Description of Courses Offered

The offering of each course listed below is predicated on sufficient registration in that course. Students may take only *one* course. They are requested to list their choices of subjects desired in order of preference, indicating first, second and third choices, on the Application Blank.

English Composition and Literature

This course is designed to further the competence of students in those areas of English considered to be essential for success in college-level composition and literature courses. Such areas include critical thinking (or logic); writing of expository themes of varying lengths on intellectually challenging subjects; intensive analysis of significant poetry, drama, and fiction.

Students who perform satisfactorily in this course should be better prepared to enter advanced placement English courses now being offered in some high schools in the St. Louis area.

All students in this course will be expected to read widely. A list of suggested readings is available from the Director.

Prerequisite: Completion of 10th grade English as a minimum.

English Composition and Literature—For students who have completed the 9th grade

This course requires intensive work in reading and writing. Close studies are made of the novel, the short story, the drama (tragedy and comedy), and of contemporary American poetry. Students are taught the basic forms of exposition; they are also encouraged to write sketches, fiction, satire, poetry.

Prerequisite: Completion of 9th grade by June of 1965.

Asian Languages

The growing importance of Asia in the lives of Americans today and of our future citizens has led to the development of Asian language studies at the Institute. Students enrolling in the Mark Twain Summer Institute Chinese and Japanese courses during the summer of 1965 will be urged to continue their language studies on Saturday mornings during the winter at Washington University. The Carnegie Foundation will give tuition scholarships for the Saturday work at Washington University during the winter.

Note: All Chinese and Japanese classes for the 1965 summer session will be held on the campus of Washington University in conjunction with the Washington-Kansas-Colorado Universities' joint summer institute in Asian languages.

First Year Chinese

An introduction to the modern spoken and written National Language (Mandarin) of China. Stress will be placed on conversation, the reading of texts, writing of Chinese characters, and the use of dictionaries. This course will familiarize the students with a major language system of the non-Western world and should give them a better understanding of Chinese culture.

In addition to language instruction, the course will feature several lectures on Chinese life, customs and geography, and students will become better acquainted with Chinese art forms, as well.

Students in this course will be eligible for future training during the winter on a volunteer basis.

Prerequisite: None

Second Year Chinese

A continuation of the study of spoken and written Chinese. Students will learn an additional 300 Chinese characters and read Chinese stories. Continued emphasis will be placed on the attainment of conversational proficiency.

Students in this course will be eligible for future training during the winter on a volunteer basis.

First Year Japanese

An introduction to spoken and elementary written Japanese.

Students will become proficient in daily conversational phrases and sentences and be introduced to the principles of Japanese language structure. They will learn to read and write using both the Romaji (English alphabet) system and the Japanese *kana* system.

This course will be continued during the winter for volunteers.

Prerequisite: None

Second Year Japanese

Continuation of work in spoken and written Japanese. Stress will be placed on achieving greater fluency in conversation and on reading both *kana* and *kanji*.

This course will be continued during the winter for volunteers.

German

The aim of the course is twofold: to lay the foundations for reading in German on a broad basis of vocabulary, and to foster from the outset the student's oral expression in the language.

To this end, grammar, syntax, vocabulary building, word-formation from basic roots, and the structure of the sentence from the simpler to the involved types will receive paramount attention.

Prerequisite: Minimum of 1 year of a foreign language.

Advanced German

The goals of this course will be to further develop the student's skills in oral expression of the language, to further refine grammatical and syntactical structures, and to further develop reading and writing skills through materials of graduated difficulty.

Advanced German is available to students who started their study of German at the Mark Twain Summer Institute, or who are enrolled in a beginning German course in their regular high school. Those interested should attach to the application information that includes name of textbook, whether the course has been the traditional grammar approach, the audio-lingual approach, or a combination of both, and an estimate of how much will have been covered in the text by June, 1965.

Beginning Russian

The direct objectives of this course are to familiarize the student with the essentials of Russian grammar, the construction of simple

sentences, the ability to write an original composition, and to develop reading proficiency. Emphasis will be placed upon oral facility through daily conversation and repeated oral practice. Through special reports on Russian history, literature and music, the student will be introduced to Russian culture and civilization.

Prerequisite: Minimum of 1 year of a foreign language.

Advanced Russian

In addition to the advanced work in the Russian language, the course will include a study of Russian literature and culture.

This Russian course is available for students who started their study of Russian in a previous session of the Mark Twain Summer Institute. Also, any student who has been enrolled in a beginning course in Russian in his regular high school and is interested in Advanced Russian, should attach to his application information which will be helpful in determining whether or not he has covered approximately the same materials that have been covered by the Mark Twain Institute students in their beginning course. This would include the name of the textbook and an estimate of how far you will have proceeded in the text by June of 1965.

Art Form

Contrary to popular belief, drawing, composition, and painting abilities are acquired, not genetic, skills which can be mastered by able students under competent instruction in a very short time. Therefore, prior accomplishments, instruction, and proven skills are not prerequisites for this course. Art Form consists of studio work in drawing, painting, and composition. In addition, class time will be devoted to study of the philosophy, history, and psychology of art.

Prerequisite: None

Topics in Modern Mathematics

This course is designed to give a student of mathematics an introduction to topics in Modern Mathematics which are not taught in the usual mathematics courses leading up to calculus.

Topics studied will include: elementary mathematical logic, Boolean algebra, vectors, matrices, and an introduction to algebraic systems.

Prerequisite: 3 years high school mathematics.

Modern Algebra—Ninth Grade Algebra from a more Advanced Point of View

This course will be devoted to a consideration of *why* the algebraic operations work. The operations of Algebra can be explained in terms of the properties of the real number system. This course will *not* be a repetition of the first year high school Algebra course. It will stress an understanding in "depth" of algebraic operations.

An introduction to logic, as well as certain supplementary topics not ordinarily included in a secondary school program, will be included.

Prerequisite: One year of high school Algebra. (It is recommended that a student who has taken 9th grade Algebra in a high school operating under the University of Illinois Curriculum Study Committee not enroll because there would be too much overlapping of material.)

Astronomy

This course will follow the historical development of the concepts of astronomy to the present. It will provide a description of both the members of the universe and the tools and techniques required to investigate them. This will be combined with a survey of the current theories pertaining to the origin, evolution, and present structure of the earth, moon, and planets, the sun and the stars, the solar system and galaxies, and the universe as a whole.

The Planetarium Star Chamber will be used when applicable and observing sessions with telescopes will be arranged. Class sessions will be held at the McDonnell Planetarium in Forest Park.

Prerequisite: Students should have a basic understanding of elementary physics and mathematics, including a familiarity with trigonometry.

Introduction to Biology

Three major topics—organization of life, ecology, and evolution—lay the foundation for a broad understanding of the underlying principles of biology. The major portion of class time is spent in the laboratory. Exploration will be made into the microscopic world of algae and zooplankton. Ecological field trips will be taken. Each student is responsible for the initiation, design, and execution of an individual laboratory project.

This course is open only to students who have not had a high school biology course.

Prerequisite: None

Advanced Chemistry

In this course chemistry and physics meet on common ground in a more difficult but more modern presentation of atomic structure. Laboratory work consists of part of the systematic qualitative analysis scheme. The course is designed for students who have had a good high school chemistry course and who have a desire to gain greater depth of understanding of certain fundamental chemical principles.

Prerequisites: 1 year chemistry and 3 years high school mathematics.

Earth Science—For students who have completed the 9th grade

Selected subjects from the earth sciences will be studied in the laboratory, on field trips, and in class meetings. Topics will include crystals and crystal growth, composition and physical properties of the earth, structure of minerals, volcanoes, earthquakes and seismic waves, origin and identification of rocks, and evolution of landscape. Topics in historical geology will include geochronology, the fossil record and identification of common fossils, changes in geography and life through geologic time, and origin of mountains and continents.

This course will be held in Wilson Hall on the campus of Washington University.

Prerequisite: Completion of the 9th grade by June of 1965.

Physics

The physics program this summer will concentrate on two main areas:

1. The structure and properties of matter with particular emphasis on its grainy character. The concept of the atom will be developed as evidenced from laboratory experiments. Specific topics include mass conservation, crystal structure, determination of atomic and molecular size, spectrum analysis, and the gas laws.

2. A study of optics and related phenomena. Models will be developed to explain laboratory observation of physical effects. The wave nature of light and special relativity are topics that will be developed.

Both parts will be covered by daily demonstration and discussion but the laboratory will serve as the primary source of learning.

This course is designed primarily for students who have not had a high school Physics course. However, those with a previous coverage

who are interested in establishing deeper insights into the areas covered may be admitted at the discretion of the Director.

Prerequisites: The student should have had sufficient background in science and mathematics—no less than two years each of high school level science and mathematics—with three years of the latter preferred but not required.

An Introduction to Engineering

The aim of this course is to provide an introduction to engineering. The scope of engineering, with its dual aspect as a science and an art, will be explored and the required combination of analysis and creativity in engineering practice emphasized. The high school student, who ordinarily gets no picture of engineering in his curriculum, will be presented with a realistic view of this major human activity.

Material for the course will be drawn from several fields, with electrical engineering as the major source. Elements of electrical engineering to be used to illustrate the engineering concepts include: electromagnetic fields and circuits, digital and analog electronic computers, automation, transmission of intelligence, generation and control of power. Corresponding ideas from other important engineering fields will be utilized.

This course will be taught by the staff of Saint Louis University and classes will be held in the Institute of Technology on the campus of Saint Louis University.

Prerequisite: 3 years of high school mathematics. Preference will be given to students who have completed the 11th grade.

Theory of the Law

This course is designed to provide the high school student with an introduction to a study of law. This survey course will include: the meaning of law; sources of law; the judicial process; moral, social, economic, and political considerations influencing the law; and a brief analysis of several basic areas of law—constitutional law, contracts, criminal law, business entities, etc.

A lawyer will teach the course, and each week other lawyers will be invited to lecture to the class.

Prerequisite: None, but preference will be given to students who have completed the 11th grade.

Political Philosophy

This course has two basic purposes. The first is to survey the political philosophies of several major philosophers and writers including Plato, Aristotle, Machiavelli, Hobbes, Locke, Jefferson, Burke, de Tocqueville, J. S. Mill, Hegel, Marx, and others.

The second purpose is to provide an intensive and rather sophisticated experience in investigating the political concepts of one philosopher. To this end each student will select one writer, read from his major works, prepare a formal paper analyzing this philosophy, and apply it to contemporary political movements.

College-level survey and source books will be used as texts.

Prerequisite: None, but preference will be given to those students who have completed at least the 10th grade by June of 1965.

Economics

The course in Economics will be concerned with a number of questions that are important in understanding the economic situation in the world today. Some questions that will be considered: What causes inflation? What is "free enterprise"? Do investors actually lose billions of dollars when the stock market suffers a big drop? What is meant by the "flight of gold"? Why are we losing some of our gold supply? What is the "Gross National Product" (the GNP you see referred to so often in the papers)? Does automation really cause unemployment? What is the European Common Market? Should the United States participate in the European Common Market?

In addition, the course will include a description and analysis of comparative economic systems, including the philosophy supporting them. Emphasis will be placed on the free enterprise system as it operates in the United States.

The course will also include a brief study of the economic institutions of money, banking, and credit; forms of business organization, especially the corporation; investments; foreign trade; and government relationship to business.

Prerequisite: Completion of the 10th grade by June of 1965.

History of East Asia in Modern Times

Essentially a study of contemporary East Asia, with the major focus on China. After an examination of the traditions and the

emergence of a philosophical basis for the social structure and values system, particular attention will be given to the Western intrusion and the response of East Asia to Western ideas, as well as the contemporary development of Communism in this area. Varied lectures will be given on comparative and contrasting situations in Korea, Japan and Southeast Asia.

Selected literary works will include portions from *The Writings of Confucius, Stories from a Ming Collection* and the *Stories of Filial Piety*. Selected masterpieces of painting and sculpture will be analyzed as reflections of trends in the philosophy, religion and social conditions of key periods in East Asian civilization.

Primarily a readings and discussion seminar; no single text will be used. Students will be given the opportunity to pursue special and varied interests throughout.

Prerequisite: None, but preference will be given to students who have finished the 10th grade.

The Developing Countries—Poverty and Progress

A case-history approach to the conflict between the old order and the new aspirations of developing countries. The socio-anthropological point of view will be brought to bear upon the current transition from the traditional to the technological society, with stress upon the meaning and the means of development. Historical aspects will be treated as they help to clarify the urgent contemporary political, economic, and social situation; but the major readings of the course will be in actual case studies of persons and social groups caught up in a struggle involving poverty, population explosion, and the need and desire for a new kind of life. Films depicting projects of UNESCO and the Peace Corps and the account of persons with recent experience in the field will serve to bring the readings to life. Emphasis will be on Latin America.

Prerequisite: A course in World History.

Urban Revolution—The City in Transition

The aim of this course is to examine objectively the factors and forces that are interacting to produce the multiplicity of urban problems apparent today. Particular attention will be given to the study of how humans relate in a dynamic and changing society. Emphasis will be placed on two contemporary groups, viz., the cultur-

ally disadvantaged and the middle class. There will be an attempt to appraise their values, attitudes, and behavior against a background of transition. The content of this course will be drawn primarily from contemporary problems such as: urban renewal, racial demonstrations, suburban exodus, in-migration, and the employment crisis. No single text will be used. A variety of student interests will be encouraged.

Prerequisite: Completion of the 10th grade by June of 1965.

Behavioral Science

This course represents an attempt to deal with the study of Man with two major emphases: (1) the accumulation of knowledge about Man (product), and (2) techniques which have been used within the various disciplines, the social sciences, to study Man (process). There will be opportunity for the use of creative ingenuity and intelligence to apply both product and process in the examination of present day problems involving basic concepts of Man.

The subject matter content for this course will be drawn primarily from the fields of sociology, psychology, anthropology, and biology.

Prerequisite: Completion of the 10th grade by June of 1965.

Internships In Teaching

Through cooperative arrangements with the Graduate Institute of Education of Washington University and the Department of Education of Saint Louis University, the Mark Twain Summer Institute will serve as a laboratory center for teacher education.

Particularly well qualified college graduates desiring to complete their professional preparation for teaching may apply for appointment as Intern-Teachers. Such internships in teaching will be jointly supervised by members of the faculties of the Institute and the universities. A limited number of scholarships are available.

Prospective and experienced teachers interested in such study should consult the catalogues of the universities' summer schools or correspond with the Director, Graduate Institute of Education, Washington University, St. Louis, Missouri 63130; or the Director, Department of Education, Saint Louis University, 221 North Grand Boulevard, St. Louis, Missouri, 63103.

Mark Twain Summer Institute

for the academically talented secondary school student

7530 Maryland Avenue . . . . Clayton 5, Missouri
Parkview 6-2550, Station 37

December 31, 1964

Dear Friends:

Because I believe you will be interested, I am taking this opportunity to enclose a copy of the 1965 catalogue of the Mark Twain Summer Institute. We are looking forward with great anticipation to our seventh session in the summer of 1965.

Very sincerely,

Robert F. Lemen
Director

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THE MARK TWAIN SUMMER INSTITUTE

An Agency of the Greater St. Louis Arts Council

What is it?

A summer program of study for academically able secondary school students who wish to pursue studies they cannot schedule in their own high schools.

When is it?

The 1965 session will run from June 21 through July 30. Classes will be held in the mornings, Monday through Friday.

Where is it?

Most of the classes will be held either at Clayton High School, No. 1 Mark Twain Circle, Clayton, or at University City Senior High School, 7401 Balson Avenue, University City. Exceptions: The Earth Science, Chinese, and Japanese classes will meet at Washington University, Introduction to Engineering at Saint Louis University, and the Astronomy class at McDonnell Planetarium.

What subjects will be offered?

The following courses offered in the Mark Twain Summer Institute program are designed to supplement, not duplicate, the courses available in other schools of the area:

English Composition and Literature
First Year Chinese
Second Year Chinese
First Year Japanese
Second Year Japanese
Beginning German
Advanced German
Beginning Russian
Advanced Russian
Art Form
Topics in Modern Mathematics
Modern Algebra – 9th Grade Algebra from a more Advanced Point of View
Astronomy
Introduction to Biology
Advanced Chemistry
Earth Science
Physics
An Introduction to Engineering
Political Philosophy
Theory of the Law
Behavioral Science
Economics
History of East Asia in Modern Times
The Developing Countries – Poverty and Progress
Urban Revolution – The City in Transition

Note: Rapid Reading will be available in the afternoon on a voluntary basis for students who are interested in adding this to their program. Refer to the catalogue for additional details of this program.

Staff?

The staff will be composed of master teachers who are experts in their subject-matter areas. Also, it is anticipated that outstanding lecturers will be engaged to talk to the student body on various occasions during the six-week period.

Who will attend?

Academically able students presently enrolled in grades 9 through 12 are encouraged to apply. They may come from any public, private, or parochial school in the St. Louis metropolitan area. Selection will be on the basis of school record, recommendation of principals and teachers, and the results of a screening examination.

What will be the cost?

There will be a $2.00 application fee, which should accompany the application. Tuition is $65.00, and students will be allowed to take only one course.

What about tuition aid?

Tuition aid will be available to those students who need it. In some instances financial assistance beyond tuition will be considered.

How to apply?

You can obtain a catalogue of courses offered and an application blank from your principal the first week in January, or write to The Director, Mark Twain Summer Institute, 7530 Maryland Avenue, Clayton, Missouri 63105. Phone: PArkview 6-2550, Station 37. The deadline for receipt of applications is February 1, 1965.